

CENTERVILLE ELEMENTARY

1529 Whitehall Road
Anderson, South Carolina 29625

GRADES K-5 Elementary School

ENROLLMENT 669 Students

PRINCIPAL Judy M. Faulkenberry 864-260-5100

SUPERINTENDENT Betty T. Bagley 864-260-5000

BOARD CHAIR Dr. William Mack Burriss 864-224-6384

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	53	4	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Excellent	Below Average	Yes

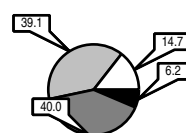
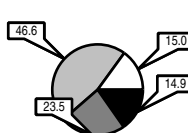
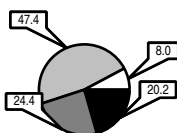
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	329	99.7	9.3	41.2	42.8	6.8	62.4	Yes	Yes
Gender									
Male	159	99.4	10.3	48.6	40.4	0.7	54.1		
Female	170	100.0	8.5	34.5	44.8	12.1	69.7		
Racial/Ethnic Group									
White	241	99.6	7.8	39.1	45.2	7.8	67.4	Yes	Yes
African-American	82	100.0	13.2	47.4	36.8	2.6	48.7	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	262	100.0	5.2	36.5	49.8	8.4	70.3		
Disabled	67	98.5	25.8	59.7	14.5	0.0	30.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	329	99.7	9.3	41.2	42.8	6.8	62.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	328	99.7	9.0	41.3	42.9	6.8	62.6		
Socio-Economic Status									
Subsidized meals	139	100.0	16.4	53.1	28.9	1.6	44.5	Yes	Yes
Full-pay meals	190	99.5	4.4	32.8	52.5	10.4	74.9		

Mathematics - State Performance Objective = 15.5%									
All Students	329	100.0	8.0	47.4	24.4	20.2	60.3	Yes	Yes
Gender									
Male	159	100.0	8.8	51.0	19.7	20.4	56.5		
Female	170	100.0	7.3	44.2	28.5	20.0	63.6		
Racial/Ethnic Group									
White	241	100.0	4.8	45.0	26.0	24.2	66.2	Yes	Yes
African-American	82	100.0	17.1	55.3	21.1	6.6	42.1	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	262	100.0	3.2	45.0	27.7	24.1	67.5		
Disabled	67	100.0	27.0	57.1	11.1	4.8	31.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	329	100.0	8.0	47.4	24.4	20.2	60.3		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	328	100.0	7.7	47.6	24.4	20.3	60.5		
Socio-Economic Status									
Subsidized meals	139	100.0	13.3	63.3	14.8	8.6	42.2	Yes	Yes
Full-pay meals	190	100.0	4.3	36.4	31.0	28.3	72.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	129	100.0	13.6	32.2	39.0	15.3	54.2
	Grade 4	142	99.3	9.6	50.4	37.0	3.0	40.0
	Grade 5	130	97.7	23.7	55.9	19.5	0.8	20.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	112	100.0	12.8	30.3	45.0	11.9	56.9
	Grade 4	100	100.0	9.2	48.0	39.8	3.1	42.9
	Grade 5	117	99.2	5.2	50.9	39.7	4.3	44.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	129	100.0	12.7	40.7	25.4	21.2	46.6
	Grade 4	142	100.0	2.9	50.0	30.1	16.9	47.1
	Grade 5	130	99.2	12.5	60.0	21.7	5.8	27.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	112	100.0	9.2	56.0	20.2	14.7	34.9
	Grade 4	100	100.0	11.2	50.0	21.4	17.3	38.8
	Grade 5	117	100.0	4.3	39.3	29.9	26.5	56.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 669)				
First graders who attended full-day kindergarten	91.5%	N/C	100.0%	100.0%
Retention rate	2.7%	Down from 3.1%	2.5%	2.7%
Attendance rate	96.9%	Up from 96.1%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.2%		3.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.4%		2.9%	3.5%
Eligible for gifted and talented	14.8%	Down from 19.1%	20.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.5%	Up from 8.8%	7.8%	8.2%
Older than usual for grade	1.3%	Up from 1.0%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	29.5%	Down from 30.2%	55.0%	51.4%
Continuing contract teachers	88.6%	Down from 88.7%	90.5%	87.5%
Highly qualified teachers**	94.9%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	2.4%		0.0%	0.0%
Teachers returning from previous year	79.5%	Down from 83.3%	89.0%	86.7%
Teacher attendance rate	96.3%	Down from 97.0%	95.1%	94.9%
Average teacher salary	\$40,017	Up 2.3%	\$42,043	\$40,760
Prof. development days/teacher	20.4 days	Up from 9.4 days	11.4 days	12.4 days

School				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 19.2 to 1	20.0 to 1	18.9 to 1
Prime instructional time	92.6%	Up from 92.5%	90.6%	90.0%
Dollars spent per pupil*	\$5,821	Up 0.3%	\$5,726	\$6,044
Percent of expenditures for teacher salaries*	67.4%	Up from 66.6%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.9%	Up from 98.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	96.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Centerville Elementary has had a great year! As one of the largest elementary schools in the All-American City of Anderson, we are challenged with educating a diverse population of more than 665 students. For the past three years, Centerville has received a good rating on the state report card. This rating indicates the school performance exceeds the standards for progress toward the 2010 SC Performance Goal. The SC Education Oversight Committee has recognized Centerville as a school that is "closing the gap" between the performance of students who are economically advantaged and those who are economically disadvantaged.

Our students benefit from a strong academic program that includes rigorous Academic Standards. In full-day kindergarten, students begin to read and work with computers on their way to mastering standards that ensure their readiness for first grade. All students on each grade level are challenged by bold standards. We make instructional decisions based on research and function as a team that works, plans, and evaluates results as we seek to continuously improve learning.

Centerville's Action Team (CAT) is an integral part of promoting student achievement. The team members are the principal, assistant principal, school counselors, computer facilitator, instructional facilitator, and science specialist. Each week CAT meets to monitor and adjust instructional plans in all academic areas. Using test data, at-risk subgroups are identified and plans are developed to address student needs.

Students are provided tutors and mentors to encourage higher academic performance in reading and math. Cumulative math tests are given each week to maintain critical skills based on standards. Benchmark tests and quarterly science and reading comprehension tests are administered. Accelerated Reader goals are set each nine weeks.

Our teachers have written and received funding from various grants. One grant from the South Carolina Council of Teachers of Mathematics provides staff development in the use of math manipulatives. From this opportunity, all second grade teachers received additional training and added materials to work with patterns and data analysis. Two teachers received an EIA grant to provide materials and incentives to children in the reading recovery program. Two teachers received science grants to develop weather and space units.

One instructional emphasis at Centerville has been to improve student writing. Two students received national recognition from the US Department of Transportation for their essays on the future of transportation. Two students were recognized by the Anderson Independent-Mail for writing creative stories. Over 150 students had their poems selected to be published by the Young Poets' Collection, a nationally sponsored program. Three students took top honors in a contest sponsored by the Anderson Elks' Club. Centerville won district honors for the Lt. Governor's Writing Award.

Centerville is a Red Carpet School and has maintained its status as a Flagship School of Promise.

Our PTA is a vibrant force in making our school a better place for all. Many school-wide programs are supported by our PTA.

Through the efforts of capable and eager students, an excellent faculty and staff, committed and involved parents, and the support of the community at large, Centerville Elementary School is a great place to work and learn. Thanks to everyone for our success! We encourage you to visit our Website, centerville@anderson5.net.

Judy Faulkenberry, Principal

Deborah Gardner, School Improvement Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	110	94
Percent satisfied with learning environment	93.6%	90.9%	88.2%
Percent satisfied with social and physical environment	97.8%	93.6%	85.1%
Percent satisfied with home-school relations	91.5%	93.5%	77.4%

*Only students at the highest elementary school grade level at this school and their parents were included.